ONTARIO DEPARTMENT OF EDUCATION

SUPPLEMENT

TO

THE MANUAL FOR THE TEACHING OF ENGLISH TO FRENCH-SPEAKING PUPILS

ONTARIO

ISSUED BY AUTHORITY OF
THE MINISTER OF EDUCATION

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Suggestions for Teaching English to French-Speaking Pupils

FIRST YEAR

I Conversation

The material outlined in Part I (pages 10-53) of the Manual on Teaching English to French-speaking Pupils should be thoroughly covered during the first school year. Every teacher should have a copy of this Manual and should make constant reference to it. If a copy is not in the school, it may be obtained from the Department of Education, Toronto.

Teachers should try to invent supplementary exercises to give the pupils facility in conversation. The greatest care should be taken at all stages to see that pupils articulate distinctly, and pronounce correctly. Special care will have to be taken in connection with final **s** and **d**, initial **h**, and the sound **th**.

II Reading

Little formal reading in English should be attempted during the first school year. Towards the end of the year, the teacher may occasionally write on the blackboard words and phrases learned in conversation.

If, during the first year, the pupils are well trained in English conversation so that they have a fairly wide vocabulary, and at the same time are well trained in French reading, there will be no difficulty with English reading later.

SECOND YEAR

I Reading

English reading should be begun during the second school year, and should be continued systematically every day. It will not be necessary, in the case of French-speaking pupils of the second year, to start in the same way as English-speaking pupils are started when they begin school. The French-speaking pupils are already able to read French, and this ability will be of great assistance in learning to read English. Their knowledge of French phonics will help them in English phonics. The sounds of the consonants are much the same in both languages, and the differences in the vowel sounds may be taught, more or less incidentally, as the lessons proceed.

During the first two or three months, the reading should be largely from the blackboard, or from charts prepared by the teacher. The authorized Primer should not be put into the hands of the pupils until they have had a good deal of practice in phonics, word recognition, and easy sentence reading from the blackboard. Printed charts and easy supplementary Primers may be supplied by the Board for the school library.

The early lessons in reading may be developed by conversation with the pupils. Materials will be suggested by the conversational work of the first year, as outlined in the Manual, and the teacher should prepare in advance the lessons to be taught. For instance, many reading lessons like the following may be originated by the resourceful teacher:

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Illustrative Lessons

(1) I have a book. I have a box. I have a pen. I have a pencil. The book is on the box. The pen is in the box. The pencil is by the box. The paper is under the box.

(Similar sentences may be constructed about many other objects, e.g., bell, ruler, map, chair, desk, basket, bat, top, dog, cat, doll, knife, etc.)

(2) I see a pen. I see a pencil. I see a crayon. The pen is black. The pencil is red. The crayon is blue. The black pen is on the white paper. The blue crayon is beside the yellow pencil. I have a blue pen and a red book. I put the white paper in the brown basket.

(Similar sentences about other objects.)

(3) Jean has a long pencil. Marie has a short pencil. He has a small box. She has a large box. I have a wide paper. You have a narrow paper. Joseph has a thick book. Alice has a thin book. We have larger books than you. You have smaller books than we. They have the largest books.

(4) I am sitting on the chair. He is sitting on the chair. She is sitting on the chair. We are sitting on the chairs. You are sitting on the chairs. They are sitting on the chairs. I am (he is, she is, we are, you are, they are) standing (by, beside, near, behind, in front of,) the chair (door, desk, stove, window, bench, blackboard.)

(5) I walk to the door. He walks to the window. She walks to the stove. He runs to the table. He jumps over the stick.. He hops on one foot. She opens the door. He closes the window. She takes the book. She opens the book. She reads from the book. He goes to the blackboard. He writes on the blackboard with the chalk. She writes on the paper with her pencil. (Use other action words familiar to the pupils.)

(6) Have pupils read silently such sentences as the following, and then perform the actions indicated:

Go to the door. Open the door. Close the door. Walk to the window. Run to the stove. Hop to the blackboard. Put the book on the desk. Put the paper in the basket. Put the pencil (in, on, under, by) the box. Sit on the chair. Stand beside the desk. Stand in front of the stove. Tear the paper. Cut the stick. Throw the ball to me. Give the book to the boy. Show me your knife. Point to the clock. Write on the blackboard.

Short easy connected stories may also be built up with the aid of the pupils, written on the blackboard, and used for reading.

(1) I have a dog. He is a big dog. He is black and white. His name is Carlo. He can bark, run, and jump. He eats bread and meat. He takes the cows to the field. Carlo is a good dog.

(2) I have a big gray cat. His name is Tom. He eats bread and milk. He can catch mice. He plays with my ball. Tom does not like Carlo, the dog. He scratches Carlo when he comes near him.

(3) I have a pretty doll. I call my doll Alice. She has brown hair and blue eyes. Mother made a pink dress for my doll. When Alice lies down she shuts her eyes. I take her to bed with me at night.

(4) Tom is a little boy. He is eleven years old. He lives on a farm. He goes to school. He works well. He reads French and English. He can spell and write, and he can do long sums. After school he skates in the winter and plays baseball in the summer.

Similar stories may be invented upon many other subjects: Our School, Our Farm, Our House, My Horse. The Desk, The Clock, The Stove, The Cow, The Sheep, The Duck, The Chicken, The Pig, etc.

Suggestions as to Method

In all lessons of this kind the following precautions should be taken:

(1) The ideas should be developed conversationally, by using the objects and having the pupils perform the actions.

(2) Usually, the pupils should give, in answer to questions, the sentences which the teacher writes on the blackboard.

(3) The teacher should be sure that the pupils recognize the words before reading. They should be required to point out and pronounce individual words in the sentences. Difficult words may be developed by phonics, or taught as wholes by recalling the sentences originally given by the pupils.

(4) The teacher should never point to the words in the order in which they occur in the sentence, nor permit pupils to do so. Encourage pupils to read the sentences in a natural way by indicating by a sweep of the pointer or chalk the groups of words to be said together.

(5) At seats the pupils should copy the reading lesson in exercise books kept for that particular purpose, and should be required to read the lesson in succeeding classes by way of further drill.

(6) When pupils have made some progress in this work, the teacher should give them practice in spelling by dictating single words or short sentences for the pupils to write.

After two or three months spent on preparatory work of this type, the pupils should be ready to read the Primer. In general the method of dealing with the lessons there should be as follows:

(1) Talk with the pupils about the pictures, developing the new words by questioning and writing them on the blackboard. Give careful attention to the accurate pronunciation, as well as to the meaning of these new words.

(2) Require the pupils to read a part of the lesson silently from the Reader. Encourage them to point out words that they do not know. Be sure that they recognize all the words.

(3) Question to see if pupils understand the meaning.

(4) Let individual pupils read aloud, encouraging naturalness of expression. Do not let them read simultaneously at any time. Do not let them follow the words with their fingers.

(5) When pupils have difficulty in reading naturally from their books write the sentences on the blackboard and drill.

II Composition

The English composition of the second year should be largely oral, and a continuation and extension of the work of the first year. However, instead of the single sentence answers, which constitute most of the work of the first year, there should be an effort made to get the pupils to speak continuously—in a connected paragraph of several sentences rather than in disconnected sentences. It is here that many teachers fail, though, if proper methods are followed, there should be little difficulty in securing successful work. The materials available fall mainly into four classes:

(1) Conversations about the pupils themselves, their pets, toys, games; about the animals they know; and about the objects in the surroundings.

(2) Conversations about their experiences—what they have seen, heard, and done.

(3) Conversations about pictures.

(4) Reproduction of short easy stories told by the teacher or read by the pupils from the Primer.

(1) My Pet Cat

I have a big black cat. His name is Peter. He has sharp teeth, a rough tongue, and long claws. He eats bread and meat and drinks milk. Sometimes he is a good cat. He kills the rats and mice. But sometimes he is bad, for he kills the little birds. He sleeps a great deal under the warm stove. When I roll my ball on the floor he runs after it. Peter does not like dogs. When one comes near he growls. If the dog runs after him, Peter runs up a tree. The dog barks at him but he cannot get Peter. Dogs cannot climb trees.

(2) Bobby and Rover

(A story told by the teacher)

Bobby is a little boy eight years old. His home is near a river. He has a fine black dog named Rover. Bobby is not kind to Rover. One day he hit him on the head with a big stick. Rover was hurt and ran to the barn crying.

Next day Bobby went to the river. He got into a boat. The boat upset and Bobby fell into the water. The water was deep and he could not swim. He was nearly drowned. Just then Rover came to the river and pulled Bobby out. Rover saved Bobby's life.

(3) Teddy's Cat and Dog

(See picture on page 38, Ontario Primer)

Teddy Brown is three years old. He has a dog and a cat. His dog is big but his cat is little. Teddy calls his dog Carlo and his cat Spot. Carlo has a white nose and white paws. Teddy sometimes sits beside Carlo and shakes the dog's paw with his hand. He talks to the dog but Carlo only barks. That is the only way he can speak. Spot is afraid of Carlo and will not come near him.

(3) Spelling

Pupils in the third year should learn to spell the commonly used words in the reading and composition lessons largely through transcription.

FORMS II, III, AND IV

I Reading

The authorized Readers for these Forms should be used. It is not necessary that the lessons be taken consecutively as they occur in the Readers, but the teacher should make selections that are suited to the abilities of the pupils. In the oral reading, care should be taken, as in the lower classes, to secure clear understanding of what is read, distinct and accurate pronunciation, and natural expression.

In addition to the Readers, the pupils in these classes should have abundant supplementary material supplied by the Board for the school library.* The teacher should make selections for this purpose from the circular issued by the Department of Education, "A Graded List of Supplementary Reading Books."

It is to be remembered that much of the success in the teaching of reading is dependent upon the character of the books that the pupils read. If interesting books are provided, the pupils will find delight in reading and will by themselves overcome many of the difficulties of learning to read. The teacher will then be relieved of much drudgery in the teaching of reading. Teachers should therefore try to give the pupils access to many interesting books through the medium of the school library.

Pupils who intend to write at the High School Entrance examination are required to read at least four supplementary books during the year preceding the examination.

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* The Department of Education will pay to rural school boards a grant of a percentage of the expenditure for books for the school library. No grant will be paid, however, on an expenditure of less than $10; nor may any rural school receive more than $10 as a grant. (Circular 56, page 16.)

These books must contain a total of at least six hundred pages. Part must be prose and part poetry. The names of the books from which selections may be made are given in Departmental Circular 58.

II Composition and Spelling

The work in Composition and Spelling for Forms II, III, and IV, as outlined in the Courses of Study for Public and Separate Schools, 1926, pages 12-14, should be covered as nearly as possible.

In the Second and Third Forms, the reproduction story will be found to be very useful in teaching composition. The teacher should provide himself with a goodly number of short stories suitable for oral and written reproduction in these Forms, and should learn to tell (not read) them well.

In the Fourth Form, the pupils may occasionally reproduce stories told by the teacher, but they should usually be required to write original compositions and letters upon topics suited to their abilities.

Suggestions as to Method

1. Pupils in Forms II, III, and IV should have daily practice in writing at least one paragraph in English. This need not be a formal composition, but may be an exercise reproducing work taken in some other school subject, e.g., history or geography.

2. At least once a week pupils in Forms III and IV in ungraded rural schools should write a short composition to be handed to the teacher. In graded schools, at least three short compositions each month should be required. It should be remembered that short compositions frequently written are more effective in improving the pupil's ability to write than longer compositions given more rarely.

3. The teacher should read these carefully, marking errors and setting a value upon the work of each pupil.

4. When the compositions are returned, pupils should be required to correct their own errors where possible.

5. The teacher should keep a list of the common errors and use them as a basis for class instruction afterwards.

6. Occasionally a model composition, made by teachers and pupils together, should be written on the blackboard.

Spelling

The course for each of Forms II, III, and IV as outlined in the Ontario Spelling Book should be followed. In addition to this, pupils should learn to spell the commonly used words in the Reading lessons.

MOST IMPORTANT MEANS OF SECURING FACILITY IN THE USE OF ENGLISH

While the course in Reading and Composition, as outlined herein, will do much to train pupils in the correct use of English, the best method of giving them a complete mastery of the language is to use it often as a medium of instruction in the other subjects of the school programme. When a pupil strives to express himself in English in answer to the teacher's questions in arithmetic, history, and geography, he is getting a control over the language that he can get in no other way. The systematic use of English in this constructive way is to be recommended as the best means of giving the pupils facility and accuracy in its use.

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